



Chaminade
University
OF HONOLULU

HAWAII SCHOOL OF PROFESSIONAL PSYCHOLOGY
AT CHAMINADE UNIVERSITY OF HONOLULU

Course Syllabus

[Chaminade University Honolulu](https://www.chaminade.edu)

3140 Wai'ālae Avenue - Honolulu, HI 96816

www.chaminade.edu

Course Number: PP8311

Course Title: Advanced Practicum and Seminar II

Department Name: Hawai'i School of Professional Psychology

College/School/Division Name: College of Education and Behavioral Sciences

Term: Spring 2023

Course Credits: 1.5

Class Meeting Days: Wednesdays

Class Meeting Hours: 4:15 – 5:35 pm

Class Location: Behavioral Sciences 102

Instructor Name: Lianne T. Philhower, Psy.D., MPH, C-DBT

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Office Location: Keiffer 4

Office Hours: Tuesday: 1:00pm – 4pm; Wednesday & Friday by appointment only

University Course Catalog Description and Overview

This supervised field practicum provides the opportunity for students to gain additional experience beyond the required practicum. In addition to on-site training approved by the HSPP Practicum Director, the courses include a weekly on-campus seminar to provide further support to students. Students are expected to provide services consistent with those provided by professional psychologists in clinical settings, including assessment, interventions, consultations, research, program development and evaluation, and outreach/educational services. To be eligible for Advanced Practicum, students must be in good academic standing, have completed two years of required practicum, and have successfully completed all CCEs.

Instructional Contact and Credit Hours

Students can expect 15 hours of instructional engagement for every 1 semester credit hour of a course.

Instructional engagement activities include lectures, presentations, discussions, group-work, and other activities that would normally occur during class time. Instructional engagement activities may occur in a face-to-face meeting, or in the classroom.

In addition to instructional engagement, students can expect to complete 30 hours of outside work for every 1 semester credit hour of a course. Outside work includes preparing for and completing readings and assignments. Such outside work includes, but is not limited to, all research associated with completing assignments, work with others to complete a group project, participation in tutorials, labs, simulations and other electronic activities that are not a part of the instructional engagement, as well as any activities related to preparation for instructional engagement.

At least an equivalent amount of work specified in the paragraph above shall be applied for other academic activities as established by the institution, including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.

Marianist Values

This class represents one component of your education at Chaminade University of Honolulu. An education in the Marianist Tradition is marked by five principles and you should take every opportunity possible to reflect upon the role of these characteristics in your education and development:

- Education for formation in faith
- Provide an integral, quality education
- Educate in family spirit
- Educate for service, justice and peace
- Educate for adaptation and change

Native Hawaiian Values

Education is an integral value in both Marianist and Native Hawaiian culture. Both recognize the transformative effect of a well-rounded, value-centered education on society, particularly in seeking justice for the marginalized, the forgotten, and the oppressed, always with an eye toward God (Ke Akua). This is reflected in the 'Ōlelo No'eau (Hawai'ian proverbs) and Marianist core beliefs:

1. Educate for Formation in Faith (Mana) E ola au i ke akua ('Ōlelo No'eau 364) May I live by God
2. Provide an Integral, Quality Education (Na'auao) Lawe i ka ma'alea a kū'ono'ono ('Ōlelo No'eau 1957) Acquire skill and make it deep
3. Educate in Family Spirit ('Ohana) 'Ike aku, 'ike mai, kōkua aku kōkua mai; pela iho la ka nohana 'ohana ('Ōlelo No'eau 1200) Recognize others, be recognized, help others, be helped; such is a family relationship
4. Educate for Service, Justice and Peace (Aloha) Ka lama kū o ka no'eau ('Ōlelo No'eau 1430) Education is the standing torch of wisdom
5. Educate for Adaptation and Change (Aina) 'A'ohe pau ka 'ike i ka hālau ho'okahi ('Ōlelo No'eau 203) All knowledge is not taught in the same school

Program Learning Outcomes: HSPP Aims and Competencies

The Hawai'i School of Professional Psychology at Chaminade University of Honolulu's clinical psychology doctoral program's aim is to educate and train students employing a practitioner-scholar model so that they will be able to function effectively as clinical psychologists. To ensure that students are adequately prepared, the curriculum is designed to provide for the meaningful integration of psychological science, theory, and clinical practice. The clinical psychology program at the Hawai'i School of Professional Psychology is designed to emphasize the development of knowledge, skills, and attitudes essential in the training of health service psychologists who are committed to the ethical provision of quality, evidence based services to diverse populations and who are able to apply multiple theoretical perspectives to clinical issues.

The Hawai'i School of Professional Psychology at Chaminade University of Honolulu's clinical psychology doctoral program subscribes to the American Psychological Association (APA) Standards of Accreditation. As such, students are expected to establish an identity in and orientation to health service psychology by acquiring the necessary discipline-specific knowledge and profession-wide competencies. Upon completion of the PSYD degree in clinical psychology, students will be able to:

1. Apply ethical and legal standards relevant to the practice of clinical psychology, including professional ethics that guide professional behavior.
2. Apply professional communication and interpersonal skills, to include the utilization of clear, informed, and well-integrated communication, as well as effective interpersonal skills across settings.

3. Apply professional values and attitudes across settings, including self-reflective practice and openness to supervision and feedback.
4. Apply awareness of individual and cultural diversity, including knowledge of theoretical models and diversity research that serve to guide the application of diversity competence.
5. Articulate and integrate the history and systems of psychology as well as the basic areas in scientific psychology, including affective, biological, cognitive, developmental, psychopharmacological, and sociocultural aspects of behavior.
6. Conduct science in psychology, applying psychometrics, statistical analyses, and quantitative and qualitative research methods.
7. Competently perform psychological assessments, including the ability to administer, interpret, integrate, and convey results of psychological tests.
8. Competently perform clinical interventions, including case formulation, theoretical conceptualization, developing and applying evidence-based treatment plans, and evaluating treatment effectiveness in work with clients.
9. Apply knowledge of consultation models and practices, including interprofessional and interdisciplinary skills in consultative services.
10. Articulate supervision models and practices, including areas of ethics and potential conflicts.
11. Apply the Marianist values, through acts of community service, justice, and peace.

Course Learning Outcomes

Upon completion of the advanced practicum (completion of Advanced Practicum I & II)

1. Students will apply advanced clinical integration skills (i.e., formulating and developing a case conceptualization and treatment plans, integration of assessment data). (Competency 7 & 8)
2. Students will exemplify a refined understanding and application of theory and practice with diverse populations. (Competency 4)
3. Students will express a refined understanding of ethical-legal issues in clinical practice. (Competency 1)
4. Students will display an advanced ability to self-reflect, think critically, communicate their ideas and use feedback from both peers and supervisors. (Competency 2 & 3)
5. Students will appraise peer application of clinical skills and display competency in peer consultation skills. (Competency 9)

Required Learning Materials

Required Readings for Evidence-Based Practice

- Ameen, E. J., Bergner, C. G., Grus, & C. L., El-Ghoroury, N. H. (2021) Internship factors associated with the mobility of early career psychologists. *Training and Education in Professional Psychology, 15*(3), 195-201.
- Berenbaum, H. et al. (2021). Accelerating the rate of progress in reducing mental health burdens: Recommendations for training the next generation of clinical psychologists. *Clinical Psychology: Science and Practice, 28*(2), 107-123.
- Brymer, E., & Schweitzer, R. D. (2022). Learning clinical skills: An ecological perspective. *Advances in Health Sciences Education, 27*, 691-707. Retrieved from <https://doi.org/10.1007/s10459-022-10115-9>
- Haskins, N. H. & Appling, B. (2017). Relational-cultural theory and reality therapy: A culturally responsive integrative framework. *Journal of Counseling & Development, 95*, 87-99
- Hong, N. & del Busto, C. T. (2020). Collaboration, scaffolding, and successive approximations: A developmental science approach to training in clinical psychology. *Training and Education in Professional Psychology, 14*(3), 228-234.
- Jones, E. R., Lauricella, D., D'Aniello, C., Smith, M., & Romney, J. (2022). Integrating internal family systems and solutions focused brief therapy to treat survivors of sexual trauma. *Contemporary Family Therapy, 44*, 167-175.
- Morin, L., Gregoire, S., & Lachance, L. (2021). Processes of change within acceptance and commitment therapy for university students: Preliminary evidence from a randomized controlled trial. *Journal of*

American College Health, 69(6), 592-601.

Murphy, D., Elliott, R., & Carrick, L. (2019). Identifying and developing therapeutic principles for trauma-focused work in person-centered and emotion-focused therapies. *Counselling & Psychotherapy Research*, 497-507.

Schele, I., Olby, M., Wallin, H., & Holmquist, S. (2021). Self-Efficacy, psychological flexibility, and basic needs satisfaction make a difference: Recently graduated psychologists at increased or decreased risk for future health issues. *Frontiers in Psychology*, 11:569605. doi:10.3389/fpsyg.2020.569605.

Skillbeck, L., Spanton, C., & Roylance, I. (2020). Client-led culturally responsive CBT – integrating familism in the treatment of chronic depression: a case study. *The Cognitive Behaviour Therapist*, 13(4), 1-8. doi:10.1017/S1754470X20000471.

Yildiz, E. (2020). The effects of acceptance and commitment therapy on lifestyle and behavioral changes: A systematic review of randomized controlled trials. *Perspectives in Psychiatric Care*, 56, 657-690. <https://doi.org/10.1111/ppc.12482>.

Course Requirements

Instructor's Assumptions

- *Learning is a shared responsibility.*
- *There is a positive correlation between one's involvement and one's learning.*
- *There are many truths and many perspectives; all are useful in developing self-awareness and awareness of the possible other points of view.*

Practicum Site Commitment: The number of hours the student spends at the training site per week must average at least 10 hours per week, depending on the needs of the training site. Students must commit to satisfactorily meeting the assessment/therapeutic requirements for their training sites through May 1st of the academic year. Students who fail to meet this commitment will not be given credit for the course (and in some cases be required to take an additional elective course).

Attendance and Participation (15%): Regular attendance and active participation in seminar class discussions and role-plays are required. Therefore, students are expected to attend every class, arrive on time, complete all assigned readings, actively participate in class discussions, complete all in-class assignments, and behave appropriately and professionally at all times. Failure to meet these expectations will result in an individual meeting with the instructor, and if severe or chronic will result in a meeting with the student's academic advisor for remediation. Late or absent students are responsible for missed material, and more than two unexcused absences will require additional work and may result in loss of credit for the course.

Peer Consultation (15%): Each student will be evaluated in terms of their receptivity, support, and constructive feedback to peers.

Clinical Case Presentation (35%): Each student will present a case from their practicum site, similar to the CCE presentations.

Clinical Case Presentation II – Deeper Dive (35%): Each student will choose a book that is authored by a significant theorist or practitioner within their chosen theoretical orientation. The book must be approved by the professor. The student will present the author's key insights from the text and apply these insights to a clinical case. Emphasis will be on the student's understanding of the process of change from the perspective of the orientation/author and differences in understanding that the student may have, if any.

Grading Criteria

Project/Assignment	% of Grade
Attendance & Participation	15%
Peer Consultation	15%
Clinical Case Presentation	35%
Clinical Case Presentation II: Deeper Dive	35%
Total	100%

Grading Scale

Grade point equivalents (and grading scale values) are presented below. Final scores > .5 will be rounded up.

CR/PR (see Practicum Grading Policy below)	100 – 80
NC	79 and below

Guidelines for Students' Sharing of Affective Experiences and Reactions to Didactic and Clinical Materials: It is anticipated that in the course of students' graduate education, they will have a variety of emotional experiences and reactions to didactic lectures, discussion of psychodiagnostics and psychotherapy clinical case materials, and in their practicum and internship experiences with patients/clients. Being in contact with one's own internal states and understanding one's emotional reactions around contacts with clinical material is understood to be an integral part of one's professional responsibility. While students are encouraged to share or discuss their experiences as appropriate, self-disclosure of emotional experiences should be at the discretion of each individual student, and at a level that each is comfortable. It is expected that such self-disclosure is purely voluntary and should take place in a supportive and non-intrusive context. Requirements or pressure on the part of either faculty or fellow students on individuals to share such emotional experiences when they are unwilling to do so is understood to contradict what is expected.

Throughout this course, self-disclosure will be considered voluntary. In the event that affective reactions to the material presented in this course become overwhelming, students are encouraged to speak with the instructor, seek out sources of informal support, and/or, seek out formal support in the form of individual therapy.

Course Policies

Instructor and Student Communication: Questions for this course can be emailed to the instructor. Online, in-person, and phone conferences can be arranged. Response time is up to 2 days.

Cell phones, tablets, and laptops: Out of consideration for your classmates, please set your cell phone to silent mode during class. Students are encouraged to bring laptops or tablets to class as the instructor will assign online activities and readings that will require the use of a laptop or tablet. Laptops and tablets should not be misused, such as checking distracting websites. Use your best judgment and respect your classmates and instructor.

Disability Access: If you need individual accommodations to meet course outcomes because of a documented disability, please speak with me to discuss your needs as soon as possible so that we can ensure your full participation in class and fair assessment of your work. Students with special needs who meet criteria for the Americans with Disabilities Act (ADA) provisions must provide written documentation of the need for accommodations from the Counseling Center by the end of week three of the class, in order for instructors to plan accordingly. If a student would like to determine if they meet the criteria for accommodations, they should contact the Kōkua 'Ike Coordinator at (808) 739-8305 for further information (ada@chaminade.edu).

Failure to provide written documentation through the Counseling Center will prevent your instructor from making the necessary accommodations, instructors cannot provide accommodations unless they have been prescribed by the Counseling Center. Once you have received an official notice of accommodations from the Counseling Center, it is also very important to discuss these accommodations directly with your instructor so that they can better support your needs. If you have specific questions regarding your individualized accommodations, you may speak directly with your instructor and/or you may contact the Counseling Center.

Title IX Compliance: Chaminade University of Honolulu recognizes the inherent dignity of all individuals and promotes respect for all people. Sexual misconduct, physical and/or psychological abuse will NOT be tolerated at CUH. If you have been the victim of sexual misconduct, physical and/or psychological abuse, you are encouraged to report this matter promptly. Faculty members promote safe and healthy environments, and any sexual, physical, and/or psychological misconduct or abuse will be reported to the Title IX Coordinator. If you or someone you know has been harassed or assaulted, you can find the appropriate resources by visiting Campus Ministry, the Dean of Students Office, the Counseling Center, or the Office for Compliance and Personnel Services.

Attendance Policy: Students are expected to attend regularly all courses for which they are registered. Student should notify their instructors when illness or other extenuating circumstances prevents them from attending class, and they should make arrangements to obtain missed information and complete missed assignments. Notification may be done by emailing the instructor's Chaminade email address, calling the instructor's campus extension, or by leaving a message with the instructor's division office. It is the instructor's prerogative to modify deadlines of course requirements accordingly. Any student who stops attending a course without officially withdrawing may receive a failing grade.

Students may be automatically withdrawn from the class or receive a failing grade if there are three or more absences in a 16-week term or two absences in a row in a 16-week term. With the condensed nature of the 8-week terms, missing class one day (e.g., 6-hours of class) would be equivalent to two absences in a row in a 16-week term.

Students with disabilities who have obtained accommodations from the Chaminade University of Honolulu ADA Coordinator may be considered for an exception when the accommodation does not materially alter the attainment of the learning outcomes. Federal regulations require continued attendance for continuing payment of financial aid. When illness or personal reasons necessitate continued absence, the student should communicate first with the instructor to review options. Anyone who stops attending a course without official withdrawal may receive a failing grade or be withdrawn by the instructor at the instructor's discretion.

Professionalism with Class Topics and Discussions:

It is anticipated that in the course of students' graduate education in clinical psychology, they will have emotional reactions to class topics and discussions. Recognizing, understanding, and managing one's internal states is an integral part of one's professional responsibility. In the event that affective reactions become overwhelming, students are expected to manage their reactivity as they would as a practicing professional, subsequently discussing it with professors/supervisors and seeking informal and/or formal support. Similarly, it is the student's responsibility to notify the professor of potential issues, so they can address them (e.g., using the correct pronouns, pronouncing names/words correctly, awareness of triggering content).

Self-disclosure is considered voluntary and at the discretion of the student. Additionally, it is expected that peers be mindful and respectful of disclosures of others, keeping shared information confidential.

Academic Conduct Policy: Any community must have a set of rules and standards of conduct by which it operates. At Chaminade, these standards are outlined so as to reflect both the Catholic, Marianist values of the

institution and to honor and respect students as responsible adults. All alleged violations of the community standards are handled through an established student conduct process, outlined in the Student Handbook and HSPP Program Catalog, and operated within the guidelines set to honor both students' rights and campus values.

Students should conduct themselves in a manner that reflects the ideals of the University. This includes knowing and respecting the intent of rules, regulations, and/or policies presented in the Student Handbook and Program Catalog and realizing that students are subject to the University's jurisdiction from the time of their admission until their enrollment has been formally terminated. Please refer to the Student Handbook and HSPP Program Catalog for more details. A copy of the Student Handbook is available on the Chaminade website.

Unless expressed in writing via a university accommodation, all course information, content, and materials in any medium (including but not limited to notes, slides, recordings, electronic files, and verbal discussions and presentations) are prohibited from being intentionally or unintentionally shared (or allowed to be accessed), distributed, published, uploaded, or reproduced in any form, as they are reserved for the private use by the student registered for the course. Any audio and/or visual recordings (including pictures) are prohibited unless prior written permission from the instructor is granted, and permission is limited to individual and temporary use (i.e., recordings are not to be shared/reproduced, recordings must be deleted at the end of the term).

Unless otherwise instructed, all course submissions should follow the formatting of the *Publication Manual of the American Psychological Association, 7th Edition* format. The faculty at the Hawai'i School of Professional Psychology at Chaminade University of Honolulu is dedicated to providing a learning environment that supports scholarly and ethical writing, free from academic dishonesty and plagiarism. This includes the proper and appropriate referencing of all sources. You may be asked to submit your course assignments through an online authenticity resource (e.g., Turnitin), which helps students and instructors detect potential cases of academic dishonesty.

Technology: A laptop with the following technology may be required in order to complete courses in the Clinical Psychology program: at least Windows 10 (for PCs), at least Mac OS X 10.5.8 (for Macs); a current antivirus program; the current Microsoft Office (PowerPoint and Word) and Adobe Acrobat; a standard web browser; and an internet or broadband connection with speed and connectivity to support internet searches and video conferencing. Most courses are paperless, but a printer/scanner may also be required.

Schedule

Week	Date	Topics	Assignment/Readings
1	01/11	Orientation and Check In Discuss books for presentation	Syllabus
2	01/18	Internship Readiness	
3	01/25	No Class	Work on and prepare for Clinical Case Presentations with “Deeper Dive” into Theoretical Orientation
4	02/01	Clinical Case Presentations (CCPI 1 & 2) Peer Consultation	Schele, I., Olby, M., Wallin, H., & Holmquist, S. (2021).
5	02/08	CCPI 3 & 4 Peer Consultation	Brymer, E., & Schweitzer, R. D. (2022)
6	02/15	CCPI 5 & 6 Peer Consultation	Yildiz, E. (2020).
7	02/22	CCPI 7 & 8 Peer Consultation	Hong, N. & del Busto, C. T. (2020)
8	03/01	CCPII 1 Peer Consultation	Jones, E. R., Lauricella, D., D’Aniello, C., Smith, M., & Romney, J. (2022)
9	03/08	CCPII 2 Peer consultation	Murphy, D., Elliott, R., & Carrick, L. (2019)
10	03/15	CCPII 3 Peer consultation	Berenbaum, H. et al. (2021)
11	03/22	CCPII 4 Peer consultation	Morin, L., Gregoire, S., & Lachance, L. (2021)
12	03/29	CCPII 5 Peer consultation	Haskins, N. H. & Appling, B. (2017)
13	04/05	CCPII 6 Peer consultation	Skillbeck, L., Spanton, C., & Roylance, I. (2020).
14	04/12	CCPII 7 Peer consultation	Ameen et al. (2021)
15	04/19	CCPII 8 Peer consultation	
16	04/26	Wrap Up Session	